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ABSTRACT

This document outlines the activities of Dr. David Madsen during one year as a USOE postdoctoral fellow at the University of California. During this time he completed a 40-page study entitled "Daniel C. Gilman: President of the Carnegie Institution of Washington" and an essay "On Preparing the Doctoral Dissertation." Work was continued on an analog model for assessing changes in an American liberal arts college and an environmental assessment technique for examining student and faculty attitudes. Dr. Madsen also gave eight lectures, and attended 30 lectures and symposia on research in higher education. His other activities included discussions with research personnel and informal counseling with doctoral students. (RT)

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FINAL REPORT

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POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH

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SUMMARY

The Postdoctoral Fellowship afforded opportunity for Dr. David Madsen to engage in a year of intensive educational research training in higher education through auditing advanced seminars in higher education and research methodology, attending lectures and symposia, consulting with staff members, study and writing.

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

(This section was prepared with the assistance of David Madsen)

A. Writing and Study.

1. A 40-page paper was completed entitled "Daniel C. Gilman: President of the Carnegie Institution of Washington." This article was not proposed as a part of the fellowship experience; however, as a result of reading on the relationship between behavioral research technique and documentary research technique, an attempt was made to couch a problem, essentially historical, in terms other than those used in the past. This paper is the result of that attempt, and a copy will be forwarded if desired.

2. An essay of 43 pages, "On Preparing the Doctoral Dissertation," was written and later revised and expanded. In this paper are outlined elements of the research proposal, objectives related to research, research procedures, questions, limitations and research timetable, the relationship between the research question and theory, a list of reference books, sources of information, and the like. This paper, part of the original plan for the year in a less structured form, was written to be of value to graduate students writing their doctoral dissertations. A copy may be obtained if desired. It was developed in part through working with graduate students who were developing thesis (research) proposals and who earnestly sought assistance.

3. A series of studies by which to improve student chances for success in college was planned. These studies will be carried through by graduate students doing doctoral research in the next several years.

4. Work was continued on an analog model by which to assess change in an American liberal arts college. In the process of this work complicated problems arose which required wide reading and study; as a result, the background study for this model was interesting and helpful for future writing, but the progress on the detailed formulation of the model was disappointing.

5. Work on a college and university environmental assessment technique by which to examine the attitudes of students and faculty was undertaken. This project was advanced considerably in the course of the year, but it was put aside to pursue (2) above when in became apparent that the essay would be of more value for the immediate future.

B. Courses Audited.

Classes for graduate sutdents are not always appropriate for the postdoctoral fellow unless the class is in a field with which he is unfamiliar. Because he has long periods of uninterrupted time, the fellow can quickly do the work required weeks in advance of the class. Thus regular class attendance was discarded in favor of attendance at carefully selected class lectures. However, in addition to courses attended irregularly, the following classes were audited:

"Organization of Higher Education" - Professor T.R. McConnell
"The College Student" - Professor Paul Heist

C. Lectures and Symposia.

1. Seven lectures were given on the Berkeley Campus on various topics related to the study of higher education and one at Stanford University on the origins and development of the national university movement in the United States.

2. At least thirty lectures and symposia were attended at Berkeley on research in higher education, behavioral research techniques, historiography, and the like.

3. Six symposia on research in education were attended at Stanford University and three on research in higher education and related topics at the Center for Advanced Study in the Behavioral Sciences at Stanford.

D. Miscellaneous Activities.

1. Among the most valuable experiences of the year were informal discussions with Professors T.R. McConnell, Paul Heist, Leland Medsker, Geraldine Joncich, James Guthrie and research personnel of the Center for Research and Development in Higher Education such as Terry Lunsford and Harley Bloland. Conferences with graduate students and with countless others at both Berkeley and Stanford were extremely beneficial. Discussions on questions related to scholarly research with A. Hunter Dupree and W.H. Cowley at Stanford were particularly helpful. The freedom to attend numerous lectures and other special events on the Berkeley Campus was greatly appreciated.

2. One of the original tasks set was that of model building. It soon became apparent that this job was much more difficult and time consuming than it had seemed. As a result, much time was spent in reading and in thought, and the results of this activity will bear fruit in a number of ways during the coming years.

3. An unexpected activity during this postdoctoral year was the informal advising done with doctoral students on the Berkeley Campus on questions of scholarly procedures. These discussions proved to be a particularly satisfying learning experience, and students provided suggestions for reading, copies of articles and numerous ideas. It seemed appropriate to use part of the year in organizing thoughts on research in such a way as to make them useful to graduate students.

FINDINGS

The purpose of the Fellowship was not to uncover significant facts or other data; it was to improve research skills and scholarly aptitudes. These purposes were accomplished. The results of this work will better be determined after the passage of time when those skills produce tangible scholarly results.

CONCLUSION

The postdoctoral study of Dr. Madsen was highly successful. He made important gains in research competencies which will certainly be reflected in his own research and in that of graduate students studying with him in future years. He utilized the opportunity in a highly effective manner. While the goal was his own development he contributed in an important manner to the institution in which he carried his work forward. He knew where he wished to go, took appropriate initiative, had the assistance of a considerable range of research scholars and in working with them (learning from them) he also challenged them. The result was a postdoctorate fellow who achieved much while stimulating others. I believe that this must have been one of the most effective and rewarding post-doctorate fellowships which was in operation during 1967-68. I would rate it as highly successful.